

Annual Education Report – Northern High School

February 7, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Northern High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me for assistance.

The AER is available for you to review electronically by visiting this [link](#), or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2018-2019. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

FHN staff has studied our combined report data and we noted the need for students to build their skills of critical thinking. We will continue to work on all six of our identified 21st Century Skills: critical thinking, collaboration, communication, global awareness, innovation and resilience. While we consistently deliver the essential learning standards and curriculum, we will emphasize these skills and the importance of building these skills for success after high school. We will also continue to identify academic gaps students may have incurred due to the pandemic.

State law requires that we also report additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

Students are assigned to the school in their attendance area where they live. As part of state law, the district participates in the Schools of Choice (SOC) program for non-resident families. Students admitted to the district through SOC are assigned to various schools on a space-available basis.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

FHN continues to strive to meet the mission of *"In partnership with our community, FHPS will provide all learners with opportunities to acquire the knowledge, skills, and experiences necessary to build meaningful and productive lives."* As we continue to deliver the essential learning standards and focus on the 21st Century Skills, we have turned our focus to giving students opportunities to have experiences. These experiences assist students in identifying what they may want to do upon graduating from high school. Several seniors have had the opportunity to do research around careers, participate in site visits, job shadows, and internships.

Our counselors, social worker, school psychologist, and administrators continue to meet bi-weekly to analyze student data and provide support for at-risk students. The process is used to evaluate student progress, provide appropriate strategies for success, and determine best interventions for each student moving forward.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Forest Hills Public Schools offers K-4; K-6; 5-6; 6-8; 7-8; and 9-12 buildings. We have three specialized schools:

Ada Vista Spanish Immersion School (K-4) Ada Vista is a Spanish immersion school in which all students are taught the Forest Hills curriculum using Spanish as the medium for instruction. It is amazing the way the students learn to read, write, and speak in both Spanish and English. In kindergarten and first grade, children are spoken to only in Spanish and are taught to read and write in Spanish, too. In January of the first grade year, the students begin to speak only in Spanish during class time. In second grade students begin English language arts for 30 minutes; each subsequent year that time is increased by 15 minutes. Students continue their immersion language learning at Northern Trails 5/6, Northern Hills Middle School, and Northern High School.

Meadow Brook Mandarin Chinese Immersion School (K-4) Meadow Brook Elementary hosts a 50/50 model Mandarin Chinese immersion program where students learn half the core content (math, science and Mandarin literacy) in Mandarin with English language arts and social studies taught in English. From the vast amount of research available, we know students can acquire any language faster and more easily if we begin as early as possible. Students in the Mandarin Chinese immersion learn to speak, read, and write at scaffold levels in each subsequent grade. Teachers in all grades begin the school year with no English and encourage students to only use the target language in class. Students continue their immersion language learning at Northern Trails 5/6, Northern Hills Middle School, and Northern High School.

Goodwillie Environmental 5/6 School Since 2001, Goodwillie Environmental School has offered fifth and sixth grade students a model educational program based primarily on learning in the “living classroom,” the great outdoors. While this sounds easy on the surface, it is extremely difficult to adapt a challenging state mandated curriculum to meaningful and engaging lessons in nature. The awareness, dependency, and flexibility upon the weather are critical for weekly/daily planning. Phonology, Magic Spots, journaling, sketching, observing, writing, understanding, and of course, just enjoying nature is a special gift that these teachers are happy to share with their students.

STEM Academy (9-12) STEM is a four-year specialized program for high school students who are interested in pursuing post-secondary studies in Science, Technology, Engineering, and/or Mathematics. Students in the STEM academy undertake a capstone design project in their senior year. The academy is based in Northern High School and utilizes an interdisciplinary curriculum grounded in community-based partnerships.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL:

The Forest Hills Public Schools Core Curriculum is aligned with academic standards adopted by the Michigan Department of Education. Curriculum committees comprised of teachers and administrators, work to align and update content at the district level. Further information related to the FHPS curriculum, its development, and implementation, may be obtained by contacting the Forest Hills Public Schools Instruction Office.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

N/A

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Semester	Number of Students	Percentage of Students
Fall 2019	683	58%
Spring 2020	0*	0%*
Fall 2020	643	58%
Spring 2021	515	45%

*No formal conferences due to COVID-19.

POSTSECONDARY ENROLLMENT AND COLLEGE EQUIVALENT COURSES

Number and Percentage of Postsecondary Enrollment (Dual Enrollment)

School Year	Number of Students	Percentage of Students
2019-2020	105	9%
2020-2021	128	11%

Number of College Equivalent Courses Offered (AP/IB)

School Year	Number of Courses
2019-2020	20
2020-2021	20

Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)

School Year	Number of Students	Percentage of Students
2019-2020	348	29%
2020-2021	328	27%

Number and Percentage of Students Receiving a Score Leading to College Credit

School Year	Number of Students	Percentage of Students
2019-2020	275	79.02%
2020-2021	259	78.96%

The success of all students is the goal at FHN. Our staff believe that strong relationships are the foundation for success. We are committed to providing the environment, curriculum, skills, and experiences for all learners to achieve their individual potential. With the mantra of *UBUNTU - I am because we are*, Huskies work together to help all students find success.

Sincerely,

Jon Gregory
Principal